

3.5 VIEWING AND MEDIA LITERACY

STANDARD 3.5 (VIEWING AND MEDIA LITERACY)

ALL STUDENTS WILL ACCESS, VIEW, EVALUATE, AND RESPOND TO PRINT, NONPRINT, AND ELECTRONIC TEXTS AND RESOURCES.

	Preschool Learning Expectations	3.5.K.A. Constructing Meaning Kindergarten	3.5.1.A. Constructing Meaning Grade 1	3.5.2.A. Constructing Meaning Grade 2	3.5.3.A. Constructing Meaning Grade 3	3.5.4.A. Constructing Meaning Grade 4
No Indicated Expectation.		By the end of <i>Kindergarten</i> , students will:	Building upon knowledge and skills gained in the preceding grade, by the end of <i>Grade 1</i> , students will:	Building upon knowledge and skills gained in preceding grades, by the end of <i>Grade 2</i> , students will:	Building upon knowledge and skills gained in preceding grades, by the end of <i>Grade 3</i> , students will:	Building upon knowledge and skills gained in preceding grades, by the end of <i>Grade 4</i> , students will:
		1. Make predictions about visual information (e.g., pictures in books).	4. Speculate about visual representations (e.g., pictures, artwork).			4. Distinguish between factual and fictional visual representations.
		2. Discuss favorite characters from books	7. Begin to compare and contrast media characters.	5. Compare and contrast media characters.		
			1. Retell the story from a favorite media program (e.g., television, movie).			
			2. Distinguish between "pretend" and "real" in the media.			
			3. Begin to recognize that media messages have different purposes.	2. Recognize that media messages are created for a specific purpose (e.g., to inform, entertain, persuade).		
			5. Use simple graphs and charts to report data.	3. Use graphs and charts to report data.		3. Use graphs, charts, and diagrams to report data.
			6. Begin to recognize the work of a favorite illustrator.	4. Recognize the work of a favorite illustrator		

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3.5.5.A. Constructing Meaning Grade 5	3.5.6.A Constructing Meaning Grade 6	3.5.7.A. Constructing Meaning Grade 7	3.5.8.A. Constructing Meaning Grade 8	3.5.12.A. Constructing Meaning from Media Grade 12
<i>Building upon knowledge and skills gained in preceding grades, by the end of Grade 5, students will:</i>	<i>Building upon knowledge and skills gained in preceding grades, by the end of Grade 6, students will:</i>	<i>Building upon knowledge and skills gained in preceding grades, by the end of Grade 7, students will:</i>	<i>Building upon knowledge and skills gained in preceding grades, by the end of Grade 8, students will:</i>	<i>Building upon knowledge and skills gained in preceding grades, by the end of Grade 12, students will:</i>
3. Distinguish between factual and fictional visual representations (e.g. political cartoons).	3. Distinguish between factual and fictional visual representations (e.g. political cartoons).	3. Analyze and respond to visual and print messages (e.g., humor, irony, metaphor) and recognize how words, sounds, and still or moving images are used in each medium to convey the intended messages Vignette-Page 97	3. Analyze and respond to visual and print messages (e.g. humor, irony, metaphor) and recognize how words, sounds, and still or moving images are used in each medium to convey the intended messages. Vignette-Page 97	
7. Understand uses of persuasive text related to advertising in society.	7. Understand uses of persuasive text related to advertising in society.			2. Identify and evaluate how a media product expresses the values of the culture that produced it. Vignette-Page 148
2. Use graphs, charts, and diagrams to report data. Vignette-Page 105	2. Use graphs, charts, and diagrams to report data. Vignette-Page 105		Social Studies 6.6.8.A.1 Distinguish among the distinct characteristics of maps globes, graphs, charts, diagrams...]	

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Preschool Learning Expectations	3.5.K.A. Constructing Meaning Kindergarten	3.5.1.A. Constructing Meaning Grade 1	3.5.2.A. Constructing Meaning Grade 2	3.5.3.A. Constructing Meaning Grade 3	3.5.4.A. Constructing Meaning Grade 4
No Indicated Expectation.	<i>By the end of Kindergarten, students will:</i>	<i>Building upon knowledge and skills gained in the preceding grade, by the end of Grade 1, students will:</i>	<i>Building upon knowledge and skills gained in preceding grades, by the end of Grade 2, students will:</i> 1. Speculate about characters, events, and settings in books, film, and television.	<i>Building upon knowledge and skills gained in preceding grades, by the end of Grade 3, students will:</i>	<i>Building upon knowledge and skills gained in preceding grades, by the end of Grade 4, students will:</i>
			[Social Studies 6.1.2.A.3 Identify sources of information of local, national, and international events (e.g., books, newspapers, TV, Radio, Internet)]	1. Begin to demonstrate an awareness of different media forms and how they contribute to communication.	<u>7. Demonstrate an awareness of different media forms and how they contribute to communication.</u>
				2. Identify the central theme and main ideas in different media.	5. Identify the central theme in a movie, film, or illustration.
					<u>1. Interpret information found in pictorial graphs, map keys, and icons on a computer screen.</u>
					<u>2. Respond to and evaluate the use of illustrations to support text.</u>
					6. Identify the target audience for a particular program, story, or advertisement.
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3.5.5.A. Constructing Meaning Grade 5	3.5.6.A Constructing Meaning Grade 6	3.5.7.A. Constructing Meaning Grade 7	3.5.8.A. Constructing Meaning Grade 8	3.5.12.A. Constructing Meaning from Media Grade 12
<i>Building upon knowledge and skills gained in preceding grades, by the end of Grade 5, students will:</i>	<i>Building upon knowledge and skills gained in preceding grades, by the end of Grade 6, students will:</i>	<i>Building upon knowledge and skills gained in preceding grades, by the end of Grade 7, students will:</i>	<i>Building upon knowledge and skills gained in preceding grades, by the end of Grade 8, students will:</i>	<i>Building upon knowledge and skills gained in preceding grades, by the end of Grade 12, students will:</i>
		2. Analyze the use of elements (e.g., setting plot, theme, characters) to understand media presentations, such as film, video, television, and theatrical productions.	2. Analyze the use of elements (e.g., setting plot, theme, characters) to understand media presentations, such as film, video, television, and theatrical productions.	
6. Demonstrate an awareness of different media forms (e.g. newspapers, internet, magazines) and how they contribute to communication.	6. Demonstrate an awareness of different media forms (e.g. newspapers, internet, magazines) and how they contribute to communication.	4. Compare and contrast how the various forms of media (e.g. newspapers, radio, television, internet news outlets) cover the same topic.	4. Compare and contrast how the various forms of media (e.g. newspapers, radio, television, internet news outlets) cover the same topic.	
4. Identify the central theme in a movie, film, or illustration.	4. Identify the central theme in a movie, film, or illustration.			
1. Respond to and evaluate the use of illustrations to support text. Vignette-Page 115	1. Respond to and evaluate the use of illustrations to support text. Vignette-Page 115			
5. Identify the target audience for a particular program, story, or advertisement.	5. Identify the target audience for a particular program, story, or advertisement.			3. Identify and select media forms appropriate for the viewer's purpose.
8. Distinguish different points of view in media texts.	8. Distinguish different points of view in media texts.	1. Analyze aspects of print and electronic texts that support the author's point of view, opinion, or attitude.	1. Analyze aspects of print and electronic texts that support the author's point of view, opinion, or attitude.	1. Understand that messages are representations of social reality and vary by historic time periods and parts of the world.

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Preschool Learning Expectations	3.5.K.B. Visual and Verbal Messages Kindergarten	3.5.1.B. Visual and Verbal Messages Grade 1	3.5.2.B. Visual and Verbal Messages Grade 2	3.5.3.B. Visual and Verbal Messages Grade 3	3.5.4.B. Visual and Verbal Messages Grade 4
No Indicated Expectation.	<i>By the end of Kindergarten, students will:</i>	<i>Building upon knowledge and skills gained in the preceding grade, by the end of Grade 1, students will:</i>	<i>Building upon knowledge and skills gained in preceding grades, by the end of Grade 2, students will:</i>	<i>Building upon knowledge and skills gained in preceding grades, by the end of Grade 3, students will:</i>	<i>Building upon knowledge and skills gained in preceding grades, by the end of Grade 4, students will:</i>
	1. Begin to sequence a series of pictures or images to tell a story.	2. Sequence a series of pictures or images to tell a story.			
	2. Show understanding of purpose for pictures in books.				
		1. Begin to interpret messages in simple advertisements.	1. Interpret messages in simple advertisements.	2. Begin to explore and interpret messages found in advertisements and other texts.	2. Explore and interpret various messages found in advertisements and other texts.
			2. Use a simple rating scale to judge media products.		Vignette-Page 55
			3. Begin to look at the effects of visual arts on one's mood and emotions.	1. Recognize the effects of visual arts on one's mood and emotions.	3. Discuss the emotional impact of photos and how they aid understanding.
					1. Understand that creators of both print media and electronic media have a purpose and target audience for their work.
					4. Compare and contrast media sources, such as film and book versions of a story.

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3.5.5.B. Visual and Verbal Messages Grade 5	3.5.6.B Visual and Verbal Messages Grade 6	3.5.7.B. Visual and Verbal Messages Grade 7	3.5.8.B. Visual and Verbal Messages Grade 8	3.5.12.B. Visual and Verbal Messages Grade 12
<i>Building upon knowledge and skills gained in preceding grades, by the end of Grade 5, students will:</i>	<i>Building upon knowledge and skills gained in preceding grades, by the end of Grade 6, students will:</i>	<i>Building upon knowledge and skills gained in preceding grades, by the end of Grade 7, students will:</i>	<i>Building upon knowledge and skills gained in preceding grades, by the end of Grade 8, students will:</i>	<i>Building upon knowledge and skills gained in preceding grades, by the end of Grade 12, students will:</i>
3. Explore and interpret various messages found in advertisements and other texts.	3. Explore and interpret various messages found in advertisements and other texts.	1. Analyze and compare the pros and cons of visual and verbal advertising.	<u>1. Analyze and compare the pros and cons of visual and verbal advertising.</u>	
2. Evaluate media messages for credibility.	2. Evaluate media messages for credibility.	2. Evaluate various media messages for credibility.	2. Evaluate various media messages for credibility.	
5. Discuss the emotional impact of a still image (e.g., photo, poster, painting) and how it aids understanding.	5. Discuss the emotional impact of a still image (e.g., photo, poster, painting) and how it aids understanding.	4. Make inferences based upon the content of still images.	4. Make inferences based upon the content of still images	
1. Understand that creators of both print media and electronic media have a purpose and target audience for their work.	1. Understand that creators of both print media and electronic media have a purpose and target audience for their work.			1. Analyze media for stereotyping (e.g., gender, ethnicity).
6. Compare and contrast media sources, such as film and book versions of a story.	6. Compare and contrast media sources, such as film and book versions of a story.	5. Compare and contrast media sources, such as film and book versions of a story.	<u>5. Compare and contrast media sources, such as film and book versions of a story.</u>	<u>2. Compare and contrast three or more media sources.</u>
4. Interpret verbal and nonverbal messages reflected in personal interactions with others.	4. Interpret verbal and nonverbal messages reflected in personal interactions with others.			
7. Understand the uses of technology (e.g., the Internet for research).	7. Understand the uses of technology (e.g., the Internet for research).			
Vignette-Page 113	Vignette-Page 113	3. Develop criteria/rubric to judge the effectiveness of visual and verbal presentations.	<u>3. Develop criteria/rubric to judge the effectiveness of visual and verbal presentations.</u>	

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	Preschool Learning Expectations	3.5.K.C. Living with Media Kindergarten	3.5.1.C. Living with Media Grade 1	3.5.2.C. Living with Media Grade 2	3.5.3.C. Living with Media Grade 3	3.5.4.C. Living with Media Grade 4
No Indicated Expectation.		By the end of Kindergarten , students will:	Building upon knowledge and skills gained in the preceding grade, by the end of Grade 1 , students will:	Building upon knowledge and skills gained in preceding grades, by the end of Grade 2 , students will:	Building upon knowledge and skills gained in preceding grades, by the end of Grade 3 , students will:	Building upon knowledge and skills gained in preceding grades, by the end of Grade 4 , students will:
						1. Express preferences for media choices.

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3.5.5.C. Living with Media Grade 5	3.5.6.C Living with Media Grade 6	3.5.7.C. Living with Media Grade 7	3.5.8.C. Living with Media Grade 8	3.5.12.C. Living with Media Grade 12
<i>Building upon knowledge and skills gained in preceding grades, by the end of Grade 5, students will:</i>	<i>Building upon knowledge and skills gained in preceding grades, by the end of Grade 6, students will:</i>	<i>Building upon knowledge and skills gained in preceding grades, by the end of Grade 7, students will:</i>	<i>Building upon knowledge and skills gained in preceding grades, by the end of Grade 8, students will:</i>	<i>Building upon knowledge and skills gained in preceding grades, by the end of Grade 12, students will:</i>
1. Express and justify preferences for media choices.	1. Express and justify preferences for media choices.			
2. Choose the most appropriate media for a presentation.	2. Choose the most appropriate media for a presentation.	3. Create media presentations and written reports, using multi-media resources such as an overhead projector, computer, and/or a tape recorder to communicate information.	<u>3. Create media presentations and written reports, using multi-media resources such as an overhead projector, computer, and/or a tape recorder to communicate information.</u>	
3. Use a rubric to evaluate the content of media presentations. Vignette-Page 103	3. Use a rubric to evaluate the content of media presentations. Vignette-Page 103	1. Evaluate media forms, such as television, video, games, music, and film for content appropriateness (e.g. rating systems, rubric).	<u>1. Evaluate media forms, such as television, video, games, music, and film for content appropriateness (e.g., rating systems, rubric).</u>	
4. Examine and evaluate effects of media on the family, home, and school.	4. Examine and evaluate effects of media on the family, home, and school.	2. Analyze media content for emotional effect on audience.	2. Analyze media content for emotional effect on audience.	<u>1. Use print and electronic media texts to explore human relationships, new ideas, and aspects of culture (e.g., racial prejudice, dating, marriage, family, and social institutions).</u>
				<u>2. Determine influences on news media based on existing political, historical, economical, and social contexts (e.g., importance of audience feedback).</u>
				<u>3. Recognize that creators of media and performances use a number of forms, techniques, and technologies to convey their messages.</u> Vignette-Page 148